

Appendix A

Sample Reading Passage and Questions

The following example for FENM midterm and final exams from the program teachers' handbook was used as a model in the creation of the reading section.

- 1 It's not just technology that's changed in the last couple of hundred years. Most of us expect that we'll finish our educations and get a job, and that we may change jobs several times throughout our lives. We expect that we'll find a mate, get married, and perhaps have children someday, and that those children will grow up and have their own lives, with their own families. Our lives are filled with change—new places to live, new jobs, new friends. Although it's very ordinary to expect these things, it's also true that someone who lived before the Industrial Revolution might think we were crazy for having such ideas. The Industrial Revolution played a big part in changing lives from predictable ones in rural settings to the more diverse existences we now enjoy.
- 2 We're used to the idea of constant change, but throughout most of human history, this has not been the **norm**. For thousands of years, people's lives were much like their parents' had been. A vast majority of the world's population lived in the same village or on the same farm their whole lives. Boys grew up learning their father's work so that they could continue it. Girls' fates were decided by their parents' choice of a husband for them, and there was mostly only one career: wife and mother—raising the next generation who would again live in the same place, doing the same things.
- 3 The Industrial Revolution changed many of those patterns. One of the greatest changes was **urbanization**, the move to cities by large numbers of people who lived in rural areas. Beginning in the 19th Century in Great Britain, factories needed huge numbers of workers; these factories were built in cities because they needed electricity, gas, water, and roads—things that were not available in rural areas.

- 4 People came to take these jobs perhaps not knowing that doing so would change whole societies. No longer would men expect to work their fathers' trades. No longer would women be just another piece of property to be **auctioned** to the man with the most money. Even though most of the work in the factories required little training, it was still training that had to be standardized, so that it could be repeated to lots of workers. This kind of training was one of the foundations of mass education, and it was available--for the first time in history—equally to men and women.
- 5 Industrialization was no picnic, though. Often the work was dangerous and hard, and there were many unscrupulous factory-owners who cheated their workers. The work was often boring and repetitive, and workers were replaceable, so they felt disconnected from their work, partly because factory-work sometimes meant that a worker assembling part of a machine would never see the finished product. Perhaps the most tragic effect of industrialization, though, is pollution. For many years after the beginning of the Industrial Revolution, pollution from factories filled many rivers; more pollution came from the many people who came to work in them. The air became clouded not only from the factories, but also from the products they produced--machines that created more pollution.
- 6 If we can dream of deciding to live in almost any city in the world, doing work that our parents cannot even imagine, we get a sense of historical perspective from recognizing that these are ideas that were unheard-of only a couple of hundred years ago, before the Industrial Revolution. From modern-day urban culture, to free public education, to equal rights for women, the effects of the growth of 19th-Century factories truly changed the world in ways the first industrialists could not have foreseen.

Sample questions, distractors, explanations, and answers for the essay above

What is the main idea of this passage?

- A) There are many changes in life; people get jobs and have families.
- B) The Industrial Revolution changed the way a lot of people live.
- C) The major effect of the Industrial Revolution is the change in women's status.
- D) 19th-Century industrialists could not have foreseen the changes they would make.

The correct answer is "B." "A" is too general. The passage is about some changes wrought by the Industrial Revolution, not just "many changes," or about how people get jobs or have families. "C" and "D" are both details mentioned in the passage.

What is the main idea of paragraph 2?

- A) We lead lives that are different from those lived by people before the Industrial Revolution.
- B) A couple of hundred years ago, most people were farmers who never went to cities.
- C) Women have much more power in society now than they did before the Industrial Revolution.
- D) The Industrial Revolution was the greatest change in all of history.

The correct answer is "A." "B" is an improper inference, and anyway the paragraph is not about people being "farmers," and the conjecture that they never went to cities is unfounded. "C" is incorrect because it is an inference drawn from a detail in the paragraph. However good an inference it may be that women's lives are better, it is not the main idea; the paragraph talks about men and women. "D" compares the Industrial Revolution to other changes; the paragraph says nothing about this comparison.

What is the main idea of paragraph 5?

- A) Industrialization did not mean that people got to eat in parks.
- B) Factory-workers during the Industrial Revolution had to work hard.
- C) Air and water-pollution are effects of the Industrial Revolution.
- D) The Industrial Revolution had some bad effects, too.

The main idea of this paragraph is that while the Industrial Revolution gave people new opportunities, there were also some costs to society; thus, "D" is the best answer. "B" and "C" are both true, and are both mentioned in the paragraph, but they are both details, not the main idea. "A" incorrectly assumes a literal meaning of an idiomatic phrase.

What does **norm** mean in paragraph 2?

- A) new way
- B) different way
- C) best way
- D) ordinary way

The choice that comes closest to a synonym for "norm" is "ordinary way;" "D" is the best choice. Context is provided by contrasting "ideas" that we are "used to" with other ("non-ordinary") ways of doing things. Further context clues are provided by the use of "ordinary" in paragraph 1, and by the use of "vast majority of the world's people" in paragraph 2. This is a more difficult vocabulary-in-context question because the context clues are further removed from the word. The simplest form is probably the vocabulary word followed by a defining appositive, as in the next example.

What does **urbanization** mean in paragraph 3?

- A) moving to cities
- B) working in factories
- C) getting a new job
- D) making revolution

The correct answer, "A," is defined in the appositive. Appositive definitions are usually the simplest, partly because the context-clues are nearest the word to be defined.

What does **auctioned** mean in paragraph 4?

- A) married B) engaged C) sold D) given

Context for the correct answer, "C" is given at the end of the sentence. More difficult vocabulary-in-context questions will place the contextual clues further from the word to be defined.

According to the passage, what can be **INFERRED** about Great Britain before the Industrial Revolution?

- A) Public education was not available to both men and women.
B) Before the Industrial Revolution, there were no cities in Great Britain.
C) London, the largest city in Great Britain, is very polluted.
D) Factory-workers are usually unhappy people.

"A" is the only inference that can be defended by using the text of the essay as support. The statement that begins "For many years after" makes "C" a bad choice; there's certainly an inference that London "was" polluted, but not that it "is." Similarly, the verb-tense in "D" is unconnected to anything the essay says. "B" is unwarranted.

Appendix B

Sample Listening Questions

These examples were written, edited, and revised by FENM teachers on the Listening Committee.

Sample dialogue and question

Woman: Excuse me. Your singing is too loud. Do you mind keeping it down?

Man: Well, I'm a music major, and I need to practice my singing for a performance on Saturday.

Woman: For Pete's sake. I have to turn in my homework this afternoon. I can't do it with your loud singing in the background.

Man: When is your afternoon class?

Woman: At two.

Man: Oh well, in that case, I'll practice my singing after you go to your class.

Woman: I really appreciate your understanding.

Man: Sure!

What does the woman want?

- A) some quiet time to complete her homework
- B) someone to help her with her homework
- C) a good idea for her homework assignment
- D) a chance to help the man practice singing

Sample short passage and questions

During the winter vacation, Jack spent most of his time at home reading newspapers and talking on the phone. His mom couldn't stand it and yelled at him, complaining that he had not been considerate and helpful. His father had been out of work for three months and had been out looking

for work every day, while Jack stayed at home taking it easy. Hearing his mom's complaint, Jack felt sad because she didn't know all this time he had been reading the want ads in the newspaper and making phone calls, just because he was trying to find a part-time job to help his family out.

Question 1: Why was Jack's mother angry with him?

- A) He hadn't been helpful to his family.
- B) He hadn't been studying at all.
- C) He hadn't been grateful to the family.
- D) He hadn't been listening to her.

Question 2: What happened to Jack's father?

- A) He took a break from his work.
- B) He complained about his job.
- C) He was seriously ill.
- D) He lost his job.

Sample Appropriate Response

Susan and Bill are Freshmen students in the Department of Political Science at Tunghai University.

Susan: Hi Bill!

Bill: Hi Susan! How are your classes going?

Susan: Oh, pretty good, I suppose. The only class I'm having a problem with is Political Science. Our teacher is very strict and gives us lots of quizzes. He says this will help us to learn more, but I am not so sure. So, what did you do during Spring Break?

Bill: Some friends of mine invited me to join them in Kenting National Park for a camping trip.

Susan: What should I say? (WSIS?)

1. A) How disgusting! B) How weird!
 C) How unusual! D) How wonderful!

Bill: Yes, we had a great time. We talked a lot, we played games and we had a barbecue. I really had fun on the trip. How about you, Susan?

Susan: My Spring Break wasn't very good.

Bill: What happened?

Susan: WSIS?

2. A) I walked to the Tunghai main gate and waited for a long time.
- B) I went home and was told my parents were going to get a divorce.
- C) I got up this morning and ate my breakfast but it wasn't very good.
- D) I ran across the street to Seven Eleven to buy some new toothpaste.

Bill: You must feel terrible.

Susan: Yes, home life has gotten worse. I never want to go back to that place again.

Bill: Susan, don't get so upset! Don't cry! Look, maybe, er . . .

Susan: Bill, you don't understand. Ok. Just forget it ok?

Bill: Ok, ok. But what are you going to do for summer vacation if you don't go home?

Susan: WSIS?

3. A) Oh, I don't know, maybe I'll settle for a vacation in Hawaii.
- B) Oh, I'm not sure, maybe I'll go to Seven Eleven to get a newspaper.
- C) Perhaps, next weekend I will read a book about Political Science.
- D) Perhaps next year I will change my major and study Economics.

Bill: You can't be serious, Susan.

Susan: Look, Bill, I just don't know what to do.

Bill: Why don't you come and stay with my family? We have a large house in Kaoshiung. You can take my sister's room. She has gone to New Zealand to study for a year.

Susan: WSIS?

4. A) Bill, you are an idiot and I really hate you.
B) Bill, your sister must be very beautiful to study overseas.
C) Bill, that's sweet of you, but I want your house.
D) Bill, that's very kind of you, but no. I couldn't.

Bill: Why not? You'll have a good time

Susan: Nope. I am sure something will work out. I am a big girl, you know.

Bill: Well, if you change your mind, let me know, ok?

Susan: You still don't understand, do you, Bill?

Bill: What?

Susan: WSIS?

5. A) I will go to New Zealand. B) I can write a short story.
C) I can take care of myself. D) I will do it again.

Bill: Well, er, like I say, I just want to help.

Susan: Thanks, Bill, but I have to go now. My Political Science teacher is giving us another quiz in a few minutes and I'd better run. Bye!

Bill: Yes, see you later.

Appendix C

The Results of Item Analysis for the NEPE

Item	Item difficulty	Upper 27%	Lower 27%	DS indices
1	95%	99%	89%	10%
2	64%	87%	41%	46%
3	57%	76%	40%	36%
4	64%	75%	53%	22%
5	56%	78%	35%	43%
6	44%	71%	21%	50%
7	32%	44%	25%	19%
8	54%	81%	32%	49%
9	60%	80%	41%	39%
10	34%	43%	27%	16%
11	56%	69%	39%	30%
12	56%	68%	49%	19%
13	38%	50%	24%	26%
14	36%	49%	29%	20%
15	45%	60%	33%	27%
16	45%	71%	25%	46%
17	70%	80%	55%	25%
18	46%	67%	28%	39%
19	55%	67%	46%	21%
20	23%	32%	18%	14%
21	73%	85%	61%	24%
22	35%	53%	24%	31%
23	70%	93%	44%	49%
24	70%	89%	46%	43%
25	64%	84%	45%	39%
26	69%	88%	48%	40%
27	35%	57%	21%	36%
28	55%	81%	36%	45%
29	56%	87%	27%	60%
30	62%	87%	35%	52%
31	57%	86%	32%	54%
32	69%	90%	46%	44%

Item	Item difficulty	Upper 27%	Lower 27%	DS indies
33	62%	80%	39%	41%
34	30%	49%	18%	31%
35	28%	48%	20%	28%
36	47%	78%	25%	53%
37	31%	61%	14%	47%
38	74%	95%	48%	47%
39	55%	87%	24%	63%
40	36%	60%	23%	37%
41	82%	95%	65%	30%
42	60%	84%	33%	51%
43	79%	95%	60%	35%
44	48%	72%	27%	45%
45	58%	88%	26%	62%
46	67%	89%	43%	46%
47	79%	97%	55%	42%
48	68%	89%	48%	41%
49	66%	93%	36%	57%
50	74%	95%	46%	49%
51	66%	95%	37%	58%
52	45%	69%	27%	42%
53	86%	98%	68%	30%
54	50%	77%	28%	49%
55	61%	84%	42%	42%
56	61%	74%	48%	26%
57	44%	65%	24%	41%
58	75%	95%	50%	45%
59	57%	83%	30%	53%
60	72%	94%	48%	46%

Note. DS Indies refers to the discriminability.

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